DOCUMENT RESUME

ED 285 311 EC 200 248

AUTHOR Rich, Ginger A.; And Others
TITLE Guidelines for Organizing a Horseback Riding Program for Individuals with Disabilities. Bulletin 518A.
INSTITUTION Colorado State Univ., Ft. Collins. Cooperative Extension Service.
PUB DATE Mar 85
NOTE 53p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Disabilities; Facilities; Financial Support; *Horseback Riding; *Program Development; Program Evaluation; *Program Implementation; Student Recruitment; Teacher Selection; Volunteers

ABSTRACT

This manual outlines a horseback riding program, conducted by the Larimer (Colorado) County Extension Service, for persons with disabilities. The program offers such benefits as the opportunity to learn horsemanship; strengthen and relax muscles; improve balance, coordination, and posture; and increase joint mobility. Designed to provide a step-by-step guide to developing a riding program for the disabled, this manual describes how a successful program can be developed and facilitated. Chapters provide information on each of the 13 program development steps: instructor selection; volunteer need, help, and selection; rider/student recruitment; horse selection and training; special equipment needed; facilities needed; insurance coverage; release forms; program evaluation; program closure; promotion; funding; and resources. (CB)

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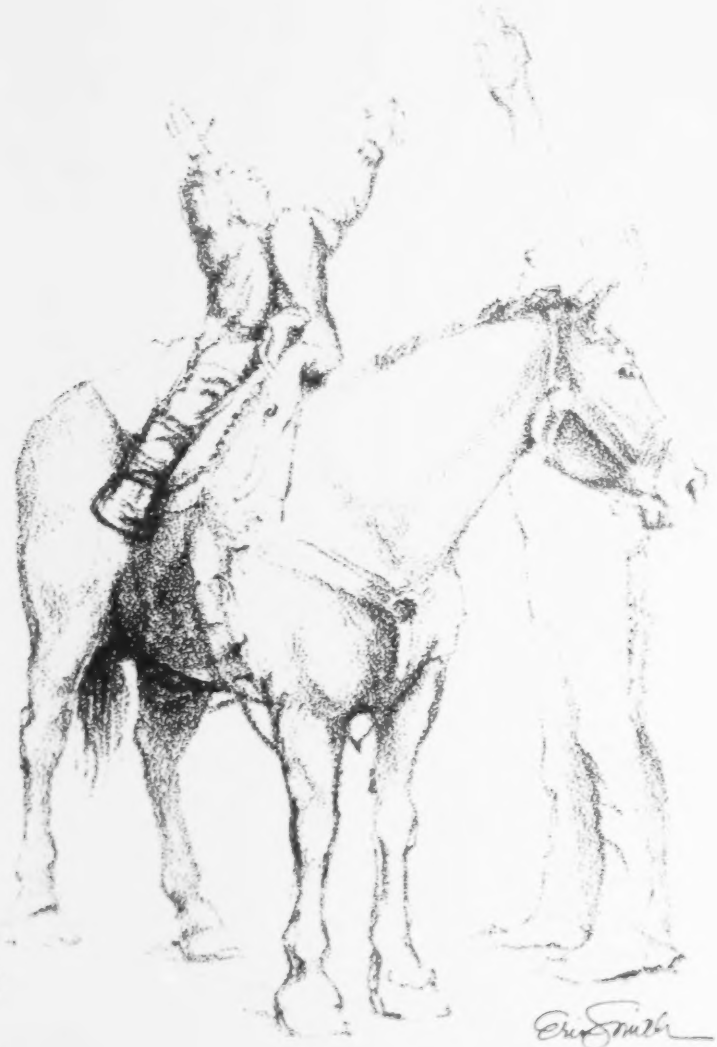
Guidelines for Organizing a HORSEBACK RIDING PROGRAM for INDIVIDUALS WITH DISABILITIES

Cooperative Extension Service
Colorado State University
Fort Collins, Colorado 80523
Bulletin 518A



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3/85 400 Fort Collins, Colorado

Guidelines for Organizing a Horseback Riding Program for Individuals with Disabilities

Cooperative Extension Service
Colorado State University
Bulletin 518A

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All other members of the Story family
Kay Edwards, occupational therapist
Jill Thayer Steely, stable manager, CSU Horse Center
Dr. Bernard Jones, former head, department of animal sciences, CSU
Gayle Knott, Larimer County extension director
The many devoted volunteers
All the wonderful riders
All the supportive parents of the riders
And all others who made contributions to the program

Illustrations by Erin Smith

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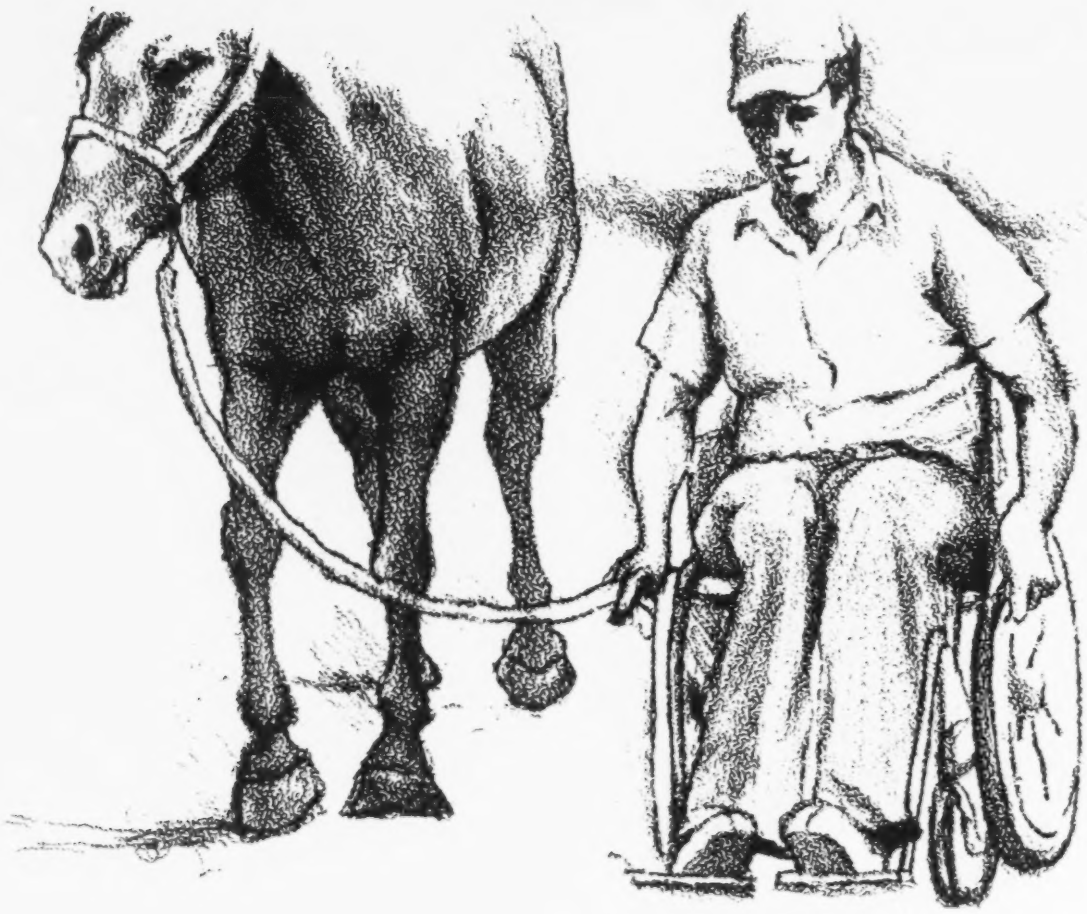
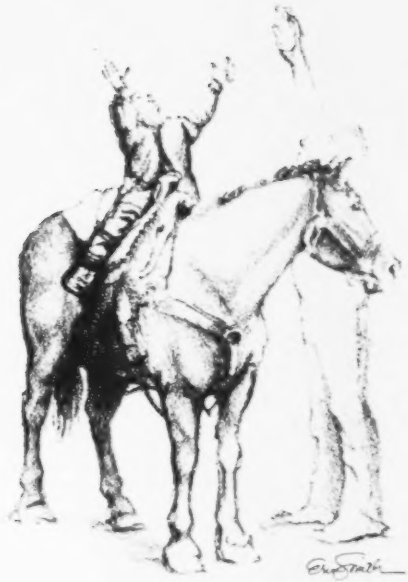


INTRODUCTION

Therapeutic riding for individuals with disabilities provides an opportunity to learn horsemanship; strengthen and relax muscles; improve balance, coordination and posture; and increase joint mobility. Horseback riding also has the potential to increase one's confidence, concentration, self-esteem and to provide an opportunity to develop new friendships and have fun. Benefits to instructors, volunteers and all other people associated with the program are many.

This manual will outline the riding program for persons with disabilities conducted by Larimer County Extension Service in cooperation with the State 4-H Office and the department of animal sciences at Colorado State University. Additional information has been included from the Cheff Center Training Manual on Therapeutic Riding for the Handicapped, a 4-H manual from Loudon County, Va., and handicapped riding manuals from Washington State University. Resources are listed on page 44.

For counties that are interested in starting a program of their own, this manual will present a step-by-step description of how a successful program can be developed and facilitated.



Step 1

SELECTING AN INSTRUCTOR

The instructor should be knowledgeable in all areas of horsemanship (English and Western). He/she must be able to ride well enough to demonstrate a particular skill when necessary, and know the horse's movements well enough to explain the assistive aids (voices, legs, seat, weight and hands) and why and when they are used. An equine management background would be helpful in teaching students general care of the horse such as feeding and health care. The instructor should be mature, able to handle pressure, and able to make vital decisions, such as knowing when a student has reached his/her limit for a certain skill.

He/she should have the ability to convey his/her knowledge to the students. The instructor must be familiar with the types of handicaps he/she is working with and the limitations associated with the various disabilities. The instructor will have to be both observant and critical of his/her own teaching and shortcomings. He/she must be willing to admit and correct errors and be flexible. The instructor should be warm and sensitive to the needs of the participants. Additionally, the instructor must be able to supervise all the volunteers working with the program.

General responsibilities of the instructor are outlined in the attached sample Instructor's Contract, page 3.

Special Training for the Instructor

Special training is not required to be an instructor, but one may want to strongly consider it. A highly reputable instructor's course is offered at the Cheff Center, Augusta, Mich. It is a one-month study program that covers physical therapy, relates disability to riding and deals with stable management related to horses. See page 44 for the address where you can write for more information.

Sample

INSTRUCTOR CONTRACT

_____, has the following responsibilities in
(instructor)

conjunction with the _____ County 4-H Horseback Riding for
(county)

Individuals with Disabilities.

1. TRAINING VOLUNTEERS: The instructor will be responsible for planning the volunteer training sessions, which should be held prior to the actual lessons. The volunteers should be taught to work with the instructor and the riders to ensure a successful lesson. The training should include:
   - responsibility of a sidewalker
   - responsibility of a leadwalker
   - responsibility of a spotter
   - awareness of riders' handicapping conditions
   - familiarity with special equipment
   - how much the volunteer should do or say in the lesson

2. SCREENING HORSES: The instructor will know the qualifications of an appropriate mount for the riding program and should be actively involved in selecting the horses.

3. CONDUCTING THE RIDING LESSON: The instructor will have full and complete control of the actual riding lesson. Teaching care and proper equitation skills at a pace that the student can handle is up to his/her discretion. He/She should decide on mounting procedure and work closely with physical therapists to make the riding lesson a profitable and enjoyable experience. There should be a lot of interaction. Although it will be a group lesson, individuals' needs should be realized and met. Stable management should be a part of the lesson whenever possible.

4. RECORDS: The instructor will keep track of the progress of each student and of the total program in order to evaluate the effect of the horseback riding lesson.

5. EQUIPMENT: The instructor will know what equipment is necessary to use for any particular student. She/he will make the decision involving equipment use and tell her/his helpers in advance what equipment changes, if any, are needed for the next lesson. She/he will make sure the equipment is in good condition at all times.

_____ _____
INSTRUCTOR EXTENSION AGENT

_____ _____
DATE DATE

Adapted from Cheff Center for the Handicapped

END OF FORM

Step 2

VOLUNTEERS NEEDED

A sincere interest in the program and a time commitment to it are required by program volunteers. Volunteers can be found through 4-H clubs, community and civic organizations, school organizations and universities. The volunteers' role in a handicapped riding program is very important--without them, the program would not be possible. For this reason, selecting and training volunteers should be very thorough. When orienting and training the volunteers, the following points may be helpful to them.

1. Individuals with a disability are people first. They are like everyone else and need to be affirmed of their personhood.
2. A disability does not need to be ignored or denied between friends, but until your relationship becomes a friendship, be sensitive and tactful when you talk to people about their disabilities.
3. Let the persons with disabilities initiate conversation about their disabilities as they become comfortable with you.
4. Most important, be yourself when interacting.
5. Give assistance only when requested or directed by the instructor. When a person with a disability falls, they may want to get up by themselves.
6. Be patient. Let persons with disabilities set their own pace in walking or talking or adjusting their riding.
7. Express your joy and interest, if you feel it is appropriate.
8. Don't separate persons with disabilities from their wheelchairs, crutches, or other aids unless they ask you to remove them.
9. Be free from stereotypes about persons with disabilities. You may be surprised at how wrong you can be in judging their interests or abilities.
10. Enjoy your friendship with persons with disabilities as you would with anyone. Their strength, positive attitudes and perspectives on life can be a rewarding awareness.

11. As a volunteer, your primary responsibility is to assist the rider. No gossiping between helpers and leaders. The instructor should keep volunteers informed on various handicapping conditions; this should be discussed in advance and additional information should be available to the volunteers. Volunteers should know their time and effort are truly appreciated. i.e. The Larimer County program presented each volunteer with a certificate of recognition (enclosed), and a hay ride was given for them and the riders at the end of the summer. Other examples of appreciation could be publicity, ribbons and other special events.

Taken from
Instructional Manual for
Volunteers of the "Little Bit"
Special Riders Program Inc.

Sidewalkers

When first evaluating the rider's skills, two sidewalkers should be used per student. This can be changed to one sidewalker as the rider becomes more skilled. The sidewalker's responsibilities include: helping the student maintain balance and position and being responsible for the student's comfort and safety throughout the lesson. The sidewalker must be alert to the student at all times. Extensive horse knowledge is not necessary to fill this position, however, some knowledge of horses would be helpful.

Leadwalkers

The rider should assume as much responsibility for the care, tacking and control of the horse as possible. However, it is the ultimate responsibility of the leadwalker to assume these tasks when the rider is unable to complete them. The leadwalker should be an experienced horse person.

Spotters

Spotters are used with independent riders. Independent riders are those that can balance themselves and guide their own horses. During the lesson the spotters will position themselves in the middle of the arena where they can watch their assigned student at all times and be available to help the students at all times.

All volunteers should familiarize themselves with the various handicapping conditions of the participants and the special equipment used.

Additional Hints for Helpers

1. Lead the horse at an even pace, the right hand should be holding the lead rope near the horse's head, left hand holding slack.

2. Avoid sharp turns.

3. Do not gossip with other helpers or the leader.

4. Keep safe distances between horses.

5. Beginning riders tend to be stiff--a relaxed and confident helper encourages the rider to be relaxed and confident.

6. Never be over-confident and forget to pay attention. This is when accidents happen. YOU are responsible for the rider's safety.

7. Belts are a safety device to assist the rider with balance, NOT to support the helpers.

8. Watch for signs of the rider's mental or physical fatigue and be prepared to stop early if necessary. Helpers can be carried away by their own enthusiasm.

Recruiting Techniques

Following are examples of a letter, flyer, and newsletter article that were sent out to recruit volunteers. They were sent to various departments at CSU, to business and civic organizations, 4-Hers and leaders, etc.

Cooperative Extension Service

Colorado State University
Fort Collins, Colorado
80523

Enclosed please find an information sheet on a horseback riding program for handicapped individuals that will be offered this summer by the Larimer County Extension Service and the CSU Animal Sciences Department, in cooperation.

Thirty volunteers are needed to assist with the program. I would like to request your help--please share this opportunity with your students and/or post in your department. This could possibly be an alternative for special/independent studies credit for your students.

Thank you. Your assistance is greatly appreciated.

Sincerely,

(Mrs.) Pauline Odegard-Johnson, M.S.
Director of Educational Programs for Handicapped

Colorado State University and U.S. Department of Agriculture Cooperating

Cooperative Extension Service

Colorado State University
Fort Collins, Colorado
80523

VOLUNTEERS NEEDED

_____

TO HELP WITH

HORSEBACK RIDING PROGRAM FOR HANDICAPPED

ADULTS & CHILDREN

WHAT: Larimer County Extension Service & CSU Animal Sciences Department, in cooperation, will be offering a 6-week riding program for handicapped adults and children.

WHEN: VOLUNTEERS MUST BE WILLING TO MAKE A TIME COMMITMENT TO THE PROGRAM AND BE AT ALL THE CLASSES:

Monday, June 15, 19__--orientation for volunteers,	7 p.m.
Friday, June 19, 19__--riding program begins,	6 p.m.-8 p.m.
Friday, June 26, 19__--riding	6 p.m.-8 p.m.
Friday, July 10, 19__--riding	6 p.m.-8 p.m.
Friday, July 17, 19__--riding	6 p.m.-8 p.m.
Friday, July 24, 19__--riding	6 p.m.-8 p.m.
Friday, July 31, 19__--riding	6 p.m.-8 p.m.

QUALIFICATIONS:

1. Must have a sincere interest in working with handicapped individuals--no prior experience required.
2. Must be willing to attend all sessions.
3. Horsemanship skills are not required.

IF INTERESTED: Please contact Paula Johnson, Larimer County Extension Service, 221-7580, by _____ _____. If I am not in, please leave your name and phone number and indicate you are interested in volunteering to work with the horse program.

END OF FORM

Colorado State University and U.S. Department of Agriculture Cooperating

HELP WANTED:

The Larimer County Extension Service and the CSU Animal Science Department, in cooperation, will be offering a horseback riding program for handicapped adults and children. Approximately 30 volunteers are needed to assist. The program will be held for six consecutive Friday evenings, beginning June 19 from 6 p.m. to 8 p.m. Additionally, there will be a mandatory orientation for all participants on Monday, June 15, at 7 p.m.

If you are interested in helping with this program and can make a commitment to participate in all seven sessions, please contact: Paula Johnson at the Larimer County Extension Office (221-7580 or 669-4840, Ext. 7580).

Excerpt from 4-H Horse Newsletter, Bill Raley author, Larimer County Cooperative Extension Service.

END OF FORM

Step 3

FINDING RIDERS/STUDENTS

The first step in finding students is to make known the availability of the program. This can be accomplished in the same manner that one recruits volunteers. Letters explaining the program--the goals, the benefits to be gained, location, cost, dates and times--can be sent within the county to various resources that have contact with individuals with disabilities. A reference name should accompany all materials distributed, so interested persons may contact the program organizer for further information or to enroll. Resources to contact to find riders with disabilities include:

- Advocacy groups serving the handicapped (e.g. Citizen Advocacy, Big Sister)
- Nurses
- Occupational therapists (OT) -- contact local hospital
- Physical therapists (PT) -- contact local hospital
- Parents of handicapped individuals (e.g. Assoc. of Retarded Citizens)
- Public health department
- Resource teachers in the school district
- Siblings of handicapped individuals
- Schools
- Social workers
- Special education teachers
- Speech therapists
- Staff at centers serving the handicapped (group homes, rehabilitation centers, sheltered workshops, respite care facilities)
- Newspapers/TV/radio

The above resources will vary in support they can provide. Some can answer questions and tell you who to contact for what you need, while others will be able to provide direct assistance.

The resources listed are also good contacts to make when recruiting for volunteers to help with the program.

There are many resources available; however, the coordinator must be willing to make an effort to obtain assistance and information. He/She must be willing to explore all possibilities, be persistent, and remember persons with disabilities can often be the best resources and teachers.

Recruiting Techniques

Following is a letter sent to potential students/parents of potential students, informing them of the riding program to be held.

Cooperative Extension Service
Colorado State University
Fort Collins, Colorado
80523

Larimer County Extension Service and Colorado State University's Animal Sciences Department, in cooperation, will be offering a 6-week horseback riding program for handicapped children and adults. The program will teach basic horsemanship skills. Instructors will be Carol Story, Rexann Story, and Laurie Kowalsky.

Dates of the classes are:

Friday, June 19, 6pm-8pm
Friday, June 26, 6pm-8pm
Friday, July 10, 6pm-8pm
Friday, July 17, 6pm-8pm
Friday, July 24, 6pm-8pm
Friday, July 31, 6pm-8pm

It is important for each rider to come to all 6 classes. Classes that are missed will cause a loss of progression in the goal towards independent riding.

The classes will be held at CSU's Equine (Horse) Center, corner of Plum Street and City Park Street.

There is no cost; however, riders must have their own caliente style helmet and harness, that fits well. Caliente helmets can be purchased from a tack shop or western clothing store. Additionally, the enclosed forms must be completed and returned to the Larimer County Extension Service office by June 12.

The class size will be 10; we hope you will be one of the 10. If you have any questions, please call me at 221-7580, the week of June 8.

Sincerely,

(Mrs.) Pauline Odegard-Johnson, M.S.
Coordinator of Educational Programs for the Handicapped

CSU Colorado State University and U.S. Department of Agriculture Cooperating

Step 4

SELECTION OF HORSES

Disposition, temperament, size and gait should be taken into consideration when selecting horses. Horses should be able to work quietly in the presence of other horses, crutches, wheelchairs, loading ramps and materials used in games. Horses should be suited to specific riders and their handicaps. The following are items to be considered in the selection of horses.

1. Quiet, easy-going temperament
2. Mares or geldings
3. Three years and older
4. Conformation
   a. not over 15 hands high
   b. disposition is more important than conformation
5. Smooth free-moving gaits (not high-stepping, animated show-type)
6. Well schooled
7. Easily loaded and trailored

Training of Horses

After the horses have been selected according to the above suggestions, the special training for the horses may begin.

As in any horse or pony training, it is important to emphasize some general principles--especially to remember how the mind of the animal works. Horses and ponies have excellent memories, but very poor reasoning power. They will remember bad training as well as good training and will not be able to reason out the difference. Consequently, most trainers try to make as few mistakes as possible and follow a system of reward and punishment. It is logical, then, that these methods also be followed in training a mount for individuals with disabilities. If the instructor or coordinator does not intend to train the horses, the person doing this job should be knowledgeable, patient, quiet around animals, and very good tempered. Training a horse is similar to training a small child--punishment for bad

behavior or reward for good behavior should be immediate.

Lesson I
Leading

Many horses and ponies will have been led with a halter and lead shank. Because few have been led in a class with a rider up, it is very important that this phase of their training be complete.

To lead the horse during the session, it is probably easiest to put the halter on over the bridle and fasten the lead shank to the halter. Leaders should position themselves just back of the horse's head, face forward, give a very slight forward pull on the lead, say "walk", cluck their tongues, and take a step forward. This should be repeated until the pony learns to walk on the verbal command, "walk." Leaders should remember to loosen their hold on the lead as soon as the horse does walk out. When the lead is pulling on the bars of the mouth, it is punishment for a horse. When the horse leads well without a rider, then do it with a rider. Trotting on the lead is taught the same way, although it is done not from a halt but from a walk. Horses should not be pulled from the front—this just won't work. If need be, an assistant can come from behind and gently slap the hindquarters as the command to trot is given.

To halt, the leader should pull downward with a quick jerk, say "halt" and stop the forward motion. With a student with a disability in the saddle, the leader must be careful not to stop so quickly that the rider will lose his/her balance and fall forward. The stop must be done smoothly and in a straight line. Once the pony or horse halts, the tension of the lead should be released immediately. The leader should never come to a direct halt (from a trot) until the rider's balance and position in the saddle are secure enough to do this movement.

While it is up to the leader to get the mount to do a slow or extended trot with a rider, it is the trainer's responsibility, during the training period, to teach the mount to slow or quicken his stride. Unfortunately, some animals get so adept at doing movements on a lead that when the lead is removed, they won't move at all. To overcome this problem, they must be ridden as much as possible by a rider not using a lead.

In any training program for riders with disabilities, the horse or pony must be taught to lead over cavalletti's (poles or low jumps) on the ground, both at a walk and a trot. The mount should learn to pick up its feet and not stumble over the cavalletti.

Borrowing a method used by Western riders, a pony or horse should become accustomed to pole bending. This exercise is used to help establish the student's balance and for all sorts of games. The ponies and horses must be trained to be led to the poles and stand quietly while students place disc-like quoits (a flattened ring of iron or circle of rope) over the top. The method to introduce this exercise is much the same as that for introducing the wheelchair and crutches. The horse should perform first without a rider, then with a rider, then with a rider and no lead. Also, the pony should become accustomed to being led with a sidewalker on each side of him. Most student riders will be started in this manner. The sidewalkers will walk on each side near the cantle of the saddle.

Lesson II
Horse Performance

Repeat the previous lesson and continue with the following lessons. The horses's movements should be checked. Does it move out freely at a walk or trot? How does it do circles, half halts, halts, figure-eights, change of directions, etc. smoothly? Work equal time on both leads. Does it accept leg aids? Is it more on the forehand than it should be? Does it hang on the bit? Every fault should be noted and corrected as the training progresses. The following exercises should be done at a walk. When the ears are touched, does the horse toss its head or does it accept this exercise? Does a hand placed on the croup cause the horse to shift its hind quarters or does it attempt to buck? The trainer should swing his/her arms forward and backward and around in circles and shift body weight quickly in the saddle. The horse should be watched carefully for any sign that it doesn't accept a certain movement. The trainer should pet the horse frequently as it accepts the exercises and should be talked to in a soft voice. Most of the time, voice will do more than any other aid. This lesson should last for an hour, before the horse is returned to the stall or paddock.

Lesson III
Introduction to Wheelchair

A wheelchair should be brought to an area where there is enough room for the mount to be led around it, such as an arena, ring, or a paddock area. The chair should be placed in a locked position and the horse led up to it. The horse should be allowed to look at the chair, sniff it, and bump against it if the horse wants to. The trainer should keep talking to the horse during this time. If it doesn't seem to object to the chair, an assistant should take it off the locked position and move it around the horse, letting the horse adjust to the chair in each new position before moving on to another one. Again, if the horse doesn't seem to mind, the assistant should get in the chair and roll it up to the horse. The person in the chair should pet the horse and talk to it. The petting and rewarding procedure should be repeated each time the horse accepts something new until it never moves an inch. Once the horse accepts the chair, put it back in the stall. All new things should not be taught in one day's lesson.

Lesson IV
Introduction to Crutches

If the horse accepts a wheelchair willingly, crutches should be introduced next. Someone with crutches should follow much the same procedure that was used with the wheelchair. The horse should be allowed to walk up to sniff them. A crutch should be held out to the horse, leaned against its side, and dropped to the ground. Again, the horse should be petted, talked to, and reassured nothing is going to hurt it. When this is finished, the horse should be returned to stall or paddock. In the next session, all previous exercises should be repeated. New exercises should be introduced only after full acceptance of the old ones. Other exercises include:

Around the world--the rider turning completely around in the saddle
Touching an opposite toe with hand
Laying back on the croup
Making loud noises
Grabbing the horse around the neck
Riding while shifting weight around or falling forward

Lesson V
Mounting Procedures

The training session should include mounting from the ground and from the mounting ramp. The leadwalker and sidewalker will be needed in this session. The leadwalker will stand slightly in front and to the side of the horse's head, holding the snaffle bit ring and lead loop in hand. Someone should assist a person to mount from the side, such as a handicapped person would be assisted. The leadwalker or sidewalker must be strong, have no fear of horses, and not give in to quick movement backwards or forwards. If the animal starts to move, a firm "whoa" and punishment by a quick jerk downward on the bit rings, should stop the movement immediately; then the horse should be talked to and petted. Mounting and dismounting in this manner should be practiced from BOTH sides. Often the nature of a disability prevents a rider from mounting on the proper side.

Mounting and dismounting is a lengthy procedure. Some students with disabilities will take as long as five minutes. During this time, the horse or pony must stand still. Again, the lesson is taught by reward and punishment. The horse should be petted, if it remains still, and punished with a quick jerk on the bit rings if it doesn't.

Lesson VI
Lounging

After the first week, the sessions should be alternated with lounging (moving horse on a long line) and with ponying (a mounted rider leading a horse) from another horse. Horses should be lounged in both directions of the ring, on voice commands and with equipment. Bareback saddles or regular saddles may be used, and lounging should be done at least once or twice with this equipment on the mount. Depending on previous lounging experience, the animal's balance, and head and neck position, may indicate a need for side reins. The mount should not be expected to learn lounging overnight, and the trainer shouldn't give up if the horse hasn't learned it in the two-week trial period. Lounging is an art in itself and takes time to teach properly.

Lesson VII
Games

Wheelchair and crutch lessons should be repeated. A game, such as ball tossing, should be added to the lesson. The trainer should let the horse see the ball and sniff it. The ball should be bounced on the ground away from the horse. Shown to the horse again and touched to its nose, neck and legs. The ball should be tossed back and forth until it no longer bothers the horse. This lesson should be repeated daily until the ball can be bounced off the horse's side and legs and tossed directly over its head with full acceptance.

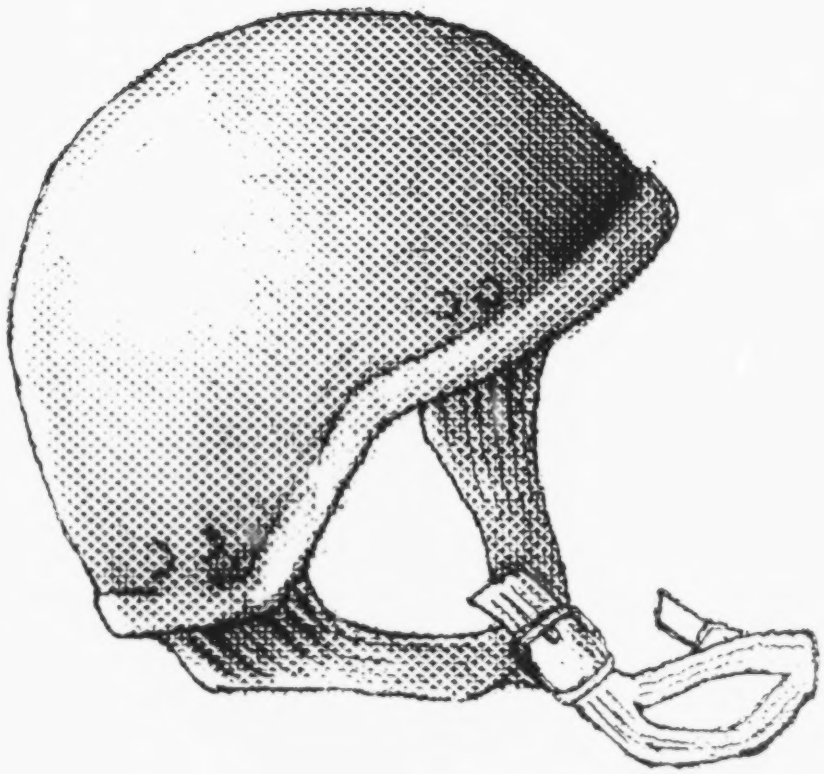
In the next riding exercise, exercises should be repeated and walking and trotting around and close to poles added. Jump standards with narrow bases also may be used with occasional stops to place something on them.

Lesson VIII
Ponying

To begin, ponying should be done with just a halter and lead shank. The lead pony should be one that won't kick out at the animal close to his side. When going clockwise, the mount that is being ponied should be kept to the right and on the left when being ponied in a counter clockwise direction. In the first few lessons, the shank should be fairly short so that the mount being ponied is not lagging behind the one that is being ridden. As the pony or horse learns, the shank should be lengthened and the mount allowed to move more freely. After being ponied, some animals will learn so well that they will pony without being on a lead. They will follow alongside, just as if they were being led. As the pony or horse progresses with ponying, the tack and then the rider should be added. Each animal should be ponied because when riders with disabilities are taken outside for a trail ride, they will, in most cases, be led the first few times for their safety.

Basically, training mounts for the handicapped program is the same as training a horse or pony for anything. Much is repetitious until the lesson is learned well. A trainer shouldn't expect everything to go smoothly all the time, as it won't, and he/she will need patience to try again. Horses are like people, some learn quickly while others take a longer time. Horses and ponies also have their own personalities and abilities. They are not much different, in that way, than the students who will be in the program. The ponies and horses will need understanding and patience while in training, but should reward the program later by being invaluable mounts.

A special thank you goes to Mrs. Lida McCown, director of the Cheff Center, Augusta, Mich., and author of "It Is Ability That Counts" from which most of the above information was taken.



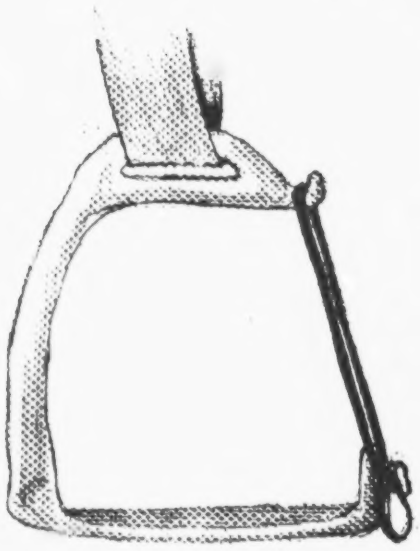
Step 5

SPECIAL EQUIPMENT NEEDED

English saddles were used in the CSU/Larimer County program. Their smaller size made riding more comfortable because there was more room to stretch and less spread on the legs. Mounting and dismounting also was easier. Some adaptations may have to be made for certain students. For example, one student felt more secure using a western saddle. Adaptations such as these may aid in comfort and safety of the student. The special equipment needed may be found at various tack shops in every area. If it cannot be found there, it may have to be ordered from catalogues, see page 44.

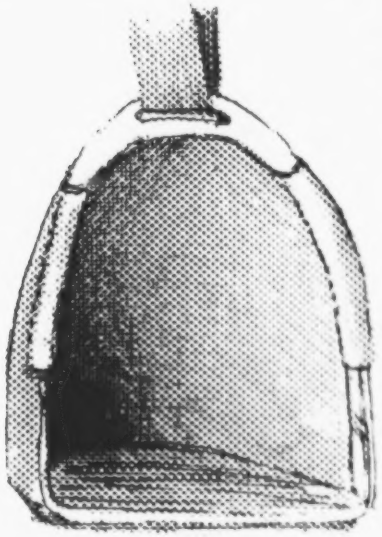
Peacock Stirrups

These may replace the regular stirrup irons as a safety precaution. The Peacock stirrups have a rolled rubber belt on one side to allow for the immediate release of the student's foot. The rubber belt should be on the outside at all times.



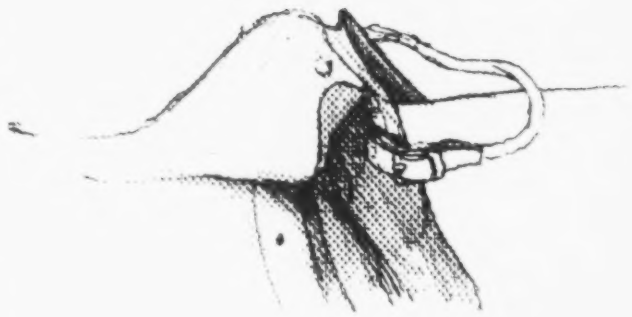
Devonshire Boots

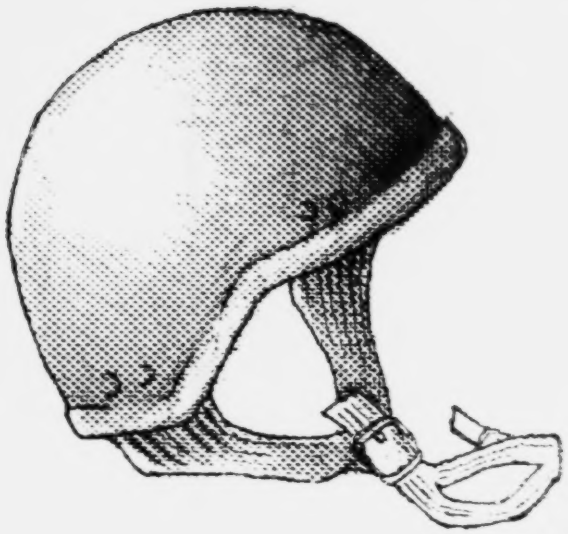
A Devonshire boot is used to keep the rider's feet from sliding through the stirrups or rubbing sores on the ankles. For the most part, handicapped students can ride quite well with the Peacock safety stirrups. However, students with tight or weak heel cords would be more comfortable with Devonshire boots. The boot has a special break-away side, which should match the rubber belt on the Peacock stirrup.



Hand Hold

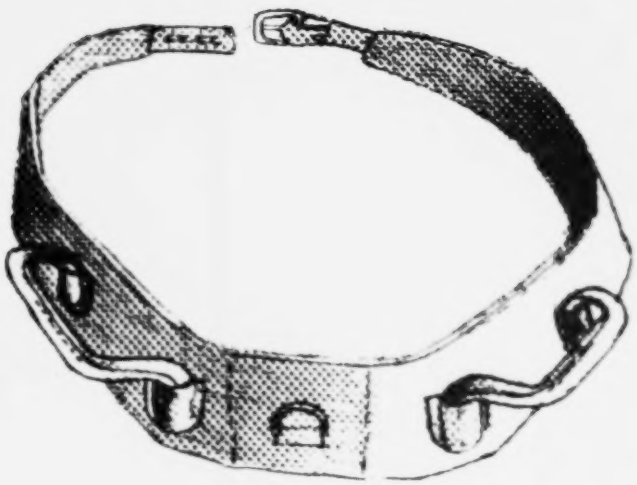
This important adaptation is attached across and in front of the saddle's pommel. It's purpose is to give the student something other than the reins to hang onto and to help the beginning student maintain balance. Heavy duty dee-rings are placed under the front of the saddle skirt, slightly behind the regular dee-rings; here is where the rolled leather handhold is buckled. The hand hold helps the student learn balance and keeps him/her from grasping the saddle's pommel for support and possibly pinching his/her fingers.





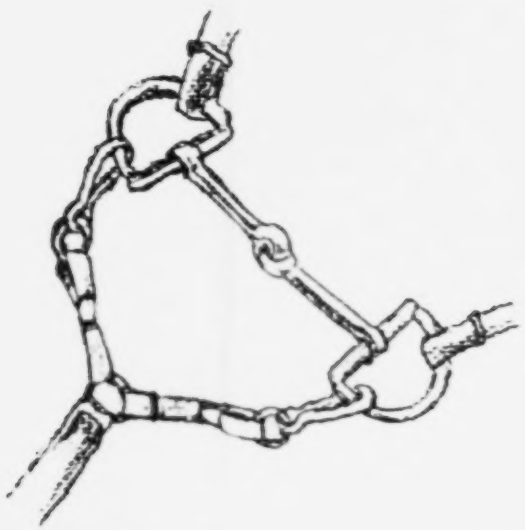
Safety Helmet

Each student should be properly fitted with a protective helmet. The helmet required in the Larimer County program was a caliente-style helmet with a chin safety harness.



Safety Belt

This is a wide (4-inch) web belt that buckles in front. Leather or nylon hand holds are centered in the back or on the sides. The belt enables the volunteers, walking beside the horse, to hold onto a student securely without touching his/her clothing and to help him/her maintain balance in the saddle. In the Larimer County program money was donated for the purchase of materials to construct the safety belts. They were sewn by a volunteer at no cost.

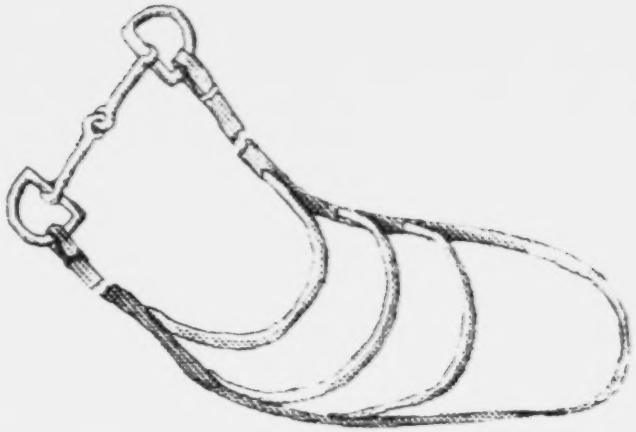


Bit Lead

The most effective lead is one that attaches to the bit rings by two leather straps. The lead can be made of any type of strong material, such as leather or nylon. The straps are buckled to each ring below the reins. The slightest pressure will affect the horse the same way as pressure of the reins on the bit. An alternative to a bit lead is to leave the halter on over the bridle.

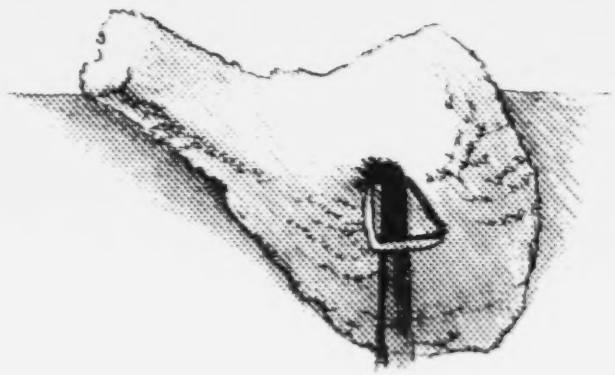
27

Ladder Reins



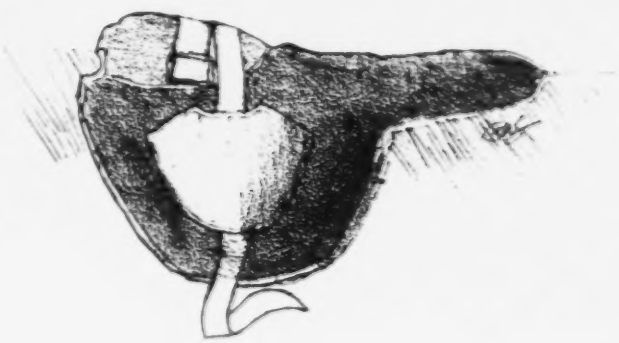
Students who have difficulty with their grasp, or whose handicap limits the use of one hand, can use specially designed ladder reins. The reins come in varying lengths and are bridged by 3 or 4 rungs. The rungs can be either rolled leather or wooden dowels, four inches apart. Depending on the reins length, the first rung should be placed approximately 2 inches in front of the pommel. The rung permits easy steering and rein shortening and lengthening for the student.

Fleece Saddle Cover



Often students who have spina bifida or have had polio have thin skin and lack of muscle covering their seat bones or are without seat sensation. A fleece pad the same size as the saddle can help prevent sores from developing. The pad can be secured on the saddle by cutting slits for the stirrup leathers to run through.

Bareback Saddle



Bareback saddles are used only when the student's handicap does not allow enough adductor muscle stretch (inner thigh muscles used to squeeze the horse) to sit in a regular saddle. A bareback saddle has stirrup bars, the same as a regular saddle, but because it never is made with a tree or knee roll, it molds to the horse's shape. When it is used on a narrow-chested horse with small barrel, a student with extreme adductors can sit in this saddle until the stretch needed to use a regular saddle is achieved. It can be used alone or in conjunction with the vaulting surcingle (belt or girth).

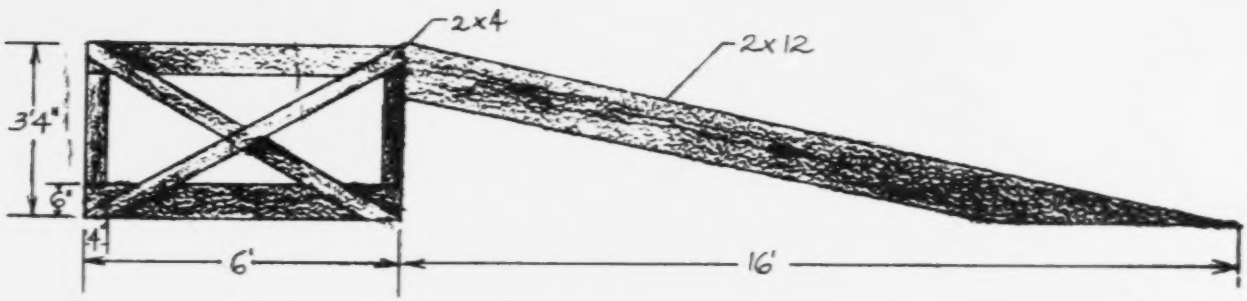
Mounting Ramp

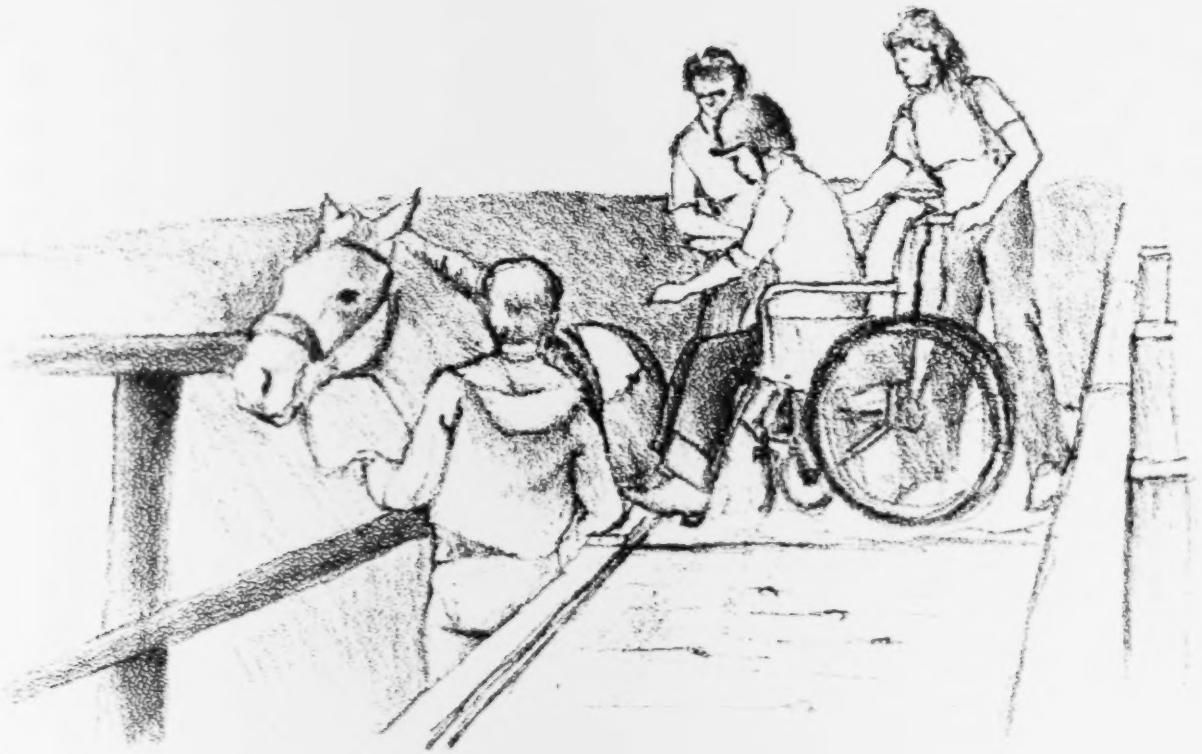
Probably the most essential piece of assistive equipment is the mounting ramp. To lift some students from ground level to the horse's back would be nearly impossible, but the ramp makes it very easy to mount even adults.

The Larimer County program used a ramp built and donated by the CSU Collegiate Horseman's Association. The ramp is 16 feet long and 4 feet wide with a top platform 4 by 6 feet. It was placed parallel to a solid fence. The distance between the ramp and fence was approximately 30 inches.

Summary

Special equipment should not be used any longer than is absolutely necessary. If a student can safely mount or ride without it, or doesn't need it for a special physical problem, then it shouldn't be used at all. A helmet is the only item that should always be used. To enjoy and get the fullest benefits, students with disabilities must feel that they can ride the same way persons without disabilities ride.



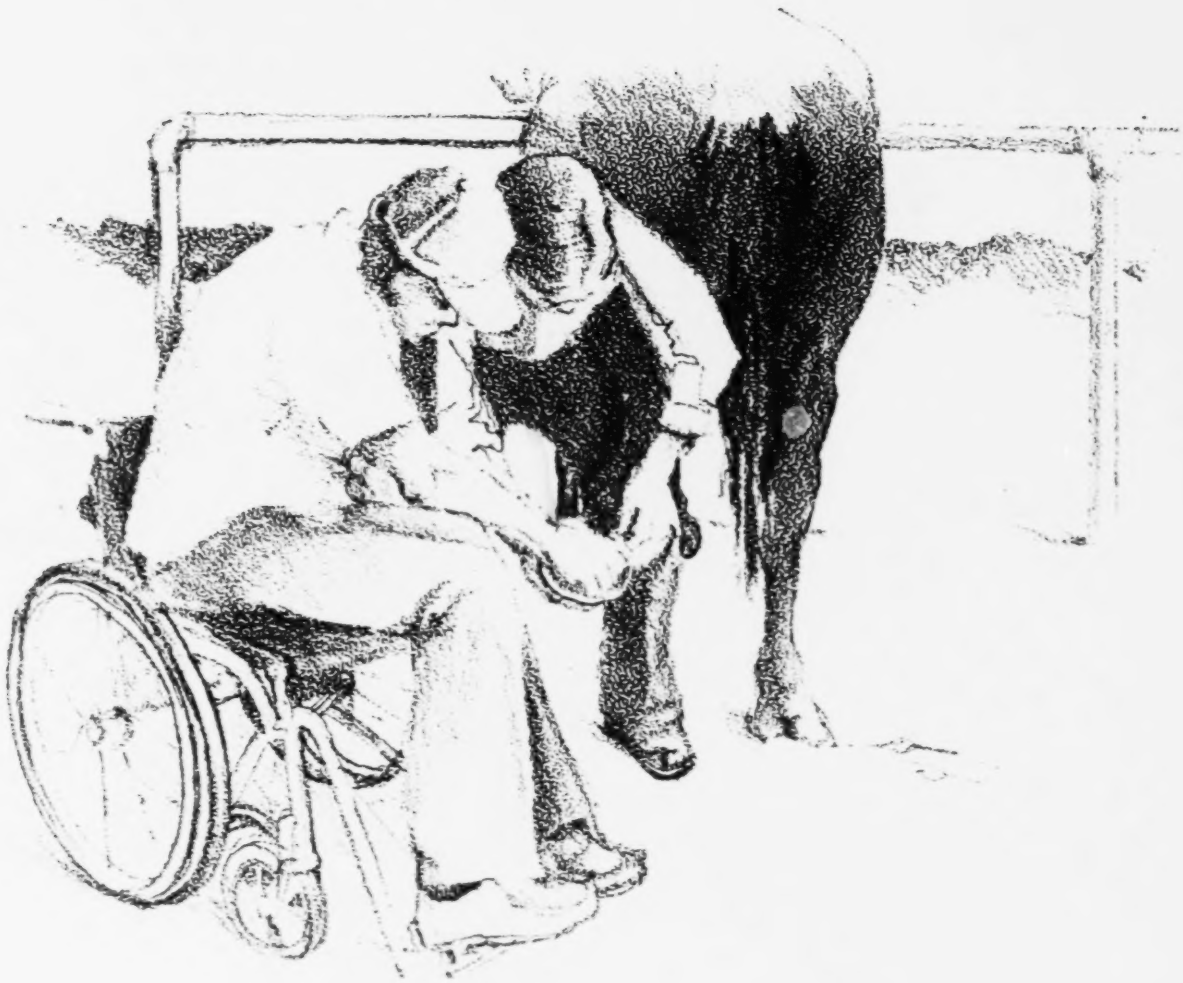


Step 6

FACILITIES NEEDED

Since the Larimer County program was a state pilot, the equine teaching facility at Colorado State University was available for the summer session. Included were the use of horses, equipment, arena, restrooms and mounting area with mounting ramp. Any publicly or privately owned horse center with the above items would be suitable for this type program.

When looking for a facility, accessibility should be kept in mind. Stairs and inaccessible restrooms present difficulties for a person in a wheelchair or on crutches.



Step 7

INSURANCE COVERAGE

The Colorado State 4-H and county 4-H programs are insured through American Income Life, 8604 Allisonville, P.O. Box 50158, Indianapolis, Indiana 46250. All participants were covered by enrollment in the 4-H program as leaders or members. (See attached cards for reference). The participation insurance in the Larimer County program was paid by the Larimer County 4-H Foundation. This provided entire coverage for the riders, volunteers and instructors. All persons connected with the program should be covered. When coverage is obtained through an insurance company, all pertinent information, such as length of program, number of people participating, location and transportation, needs to be supplied.

Some suggestions are that a program should have liability and accident coverage. Accident coverage makes everyone feel safe and is not as expensive as the liability coverage. It is important that the policies state specifically who is covered in the program and when. Several estimates should be obtained to assure the least expensive plan.

Mr.
Mrs.
Miss
Ms.

Last Name (PLEASE PRINT) First Name Initial 4-H Club Telephone

(Married women, use your husband's first name and place your name in parenthesis.)

Mailing Address City Zip Code

I am starting my _____ year as a 4-H Club Leader. (1st, 2nd, etc.)

Are you a former 4-H Club member? ☐ Yes ☐ No

Your occupation _____

Occupation of Spouse _____

Please Circle (Optional)

W; B; H; AI; A

Are you:

☐ Organizational Leader?

☐ Club Project Leader?

☐ Activity Leader?

☐ County-wide Project Leader?

I Live:

☐ 1. on a farm or ranch

☐ 2. in a town less than 10,000 or a rural non-farm area

☐ 3. in a city between 10,000 and 50,000

☐ 4. in a suburban area near a city over 50,000

☐ 5. in a city over 50,000

PROJECTS OR ACTIVITIES YOU WILL LEAD THIS YEAR

Code Number	Name of Project or Activity	Year or Unit No.

_____
Your Signature

LARIMER COUNTY 4-H LEADER INFORMATION CARD

IMPORTANT - OVER

Last Name (PLEASE PRINT) First Name Initial 4-H Club Telephone

Mailing Address City Zip Code

Boy ☐ Girl ☐

Sex:

Age _____
(As of January 1 of this school year)

I am starting my _____ year in 4-H.
(Beginning is 1st)

Grade in School _____

Where _____

I LIVE: (Check one)

☐ 1. on a farm or ranch

☐ 2. in a town less than 10,000 or in a rural non-farm area

☐ 3. in a city between 10,000 and 50,000

☐ 4. in a suburban area near a city over 50,000

☐ 5. in a city over 50,000

LEADER USE ONLY:

W; B; H; AI; A

Birthday _____ Month _____ Day _____ Year

PLEASE PRINT THE NUMBERS AND NAMES OF THE PROJECTS YOU ARE TAKING AND WHAT YEAR YOU ARE STARTING IN EACH.

Code Number	Name of Project	Year or Unit No.

I approve this enrollment.

First name, last name and initial of father, mother or guardian.

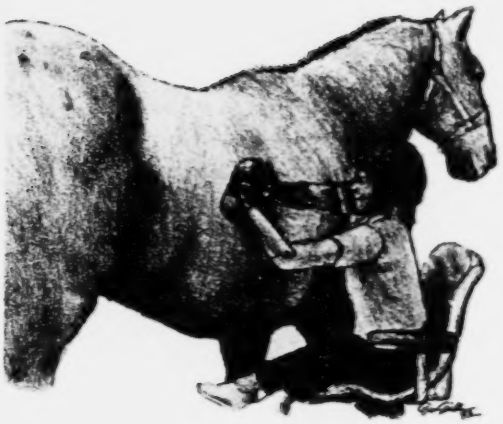
_____ Signature of Parent Signature of Leader

LARIMER COUNTY 4-H CLUB MEMBER INFORMATION CARD

IMPORTANT - OVER

Enrollment Period - October 1 to January 15

END OF FORM 32



Step 8

RELEASE FORMS REQUIRED

Included are several release forms that were used by the Larimer County program. The first two forms; parent-guardian release agreement and parent or student release are to protect the county extension agency, Colorado State University, parents and their children from negligence and the possibility of law suits. If the program will be held at a private riding facility, a separate release agreement for the stable owners, to protect them from any loss, could be considered. The third release form, the physician's referral, is very important. This form from the doctor gives the county permission to teach the child. But more importantly, to ensure complete safety, this form lists all medical history, medications and any other special medical problems that must be known about the rider. The final form, the photo release form, permits the county to photograph the riders and possibly release the pictures to advertising agencies, news media, and any other groups interested in the riding program.

If there is a question of whether or not a person or organization is free from negligence of others a release form is always recommended.

The county attorney assigned to the county extension office may want to review the release forms.

Most of the release form examples presented here are based on ones developed and used by the Cheff Center.

NEW WARNING FOR RIDERS WITH DOWN'S SYNDROME

Atlantoaxial Dislocation Condition, ADC, is a severe condition that affects approximately ten percent of individuals with Down's Syndrome. ADC is the displacement of the C1 vertebrae in relation to the C2 vertebrae. Simply, ADC is a dislocation of the joints between two cervical vertebrae which could result in paralysis.

Symptoms associated with ADC include: deterioration in ambulatory skills; changes in bowel or bladder function; changes in neck posturing--neck pain or limitation of neck movement; weakness of any of the extremities; stiffness, reflexes that respond too quickly.

Two groups have urged immediate action. The North American Riding for the Handicapped Association is recommending that proof of a diagnostic negative X-Ray for ADC be furnished by a qualified physician for individuals with Down's Syndrome before being admitted to a riding program. Down's Syndrome riders currently in programs must show proof of an ADC diagnostic negative X-Ray prior to continuing riding instruction. Special Olympics has also undertaken similar precautions to protect Down's Syndrome athletes.

The X-Ray procedure should be the responsibility of the parents and/or guardians. At the present, it is not believed that repeated tests are indicated for those who have previously received no evidence of Atlantoaxial instability.

PARENT-GUARDIAN RELEASE AGREEMENT

The undersigned, as parent/parents and guardian/guardians of:

_____, a minor, for and in consideration of the agreement of the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, to provide riding instruction to said minor, do/does hereby forever release, acquit, discharge, and hold harmless the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, its officers, trustees, agents, employees, representatives, successors, and assigns, for all manner of claims, demands, and damages of every kind and nature whatsoever, which the undersigned or said minor may now or in the future have against the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, its officers, trustees, agents, employees, representatives, successors, or assigns on account of any personal injuries, physical or mental condition, known or unknown, to the person of said minor, and the treatment thereof, as a result of, or in any way growing out of the acts of the, Larimer County Extension Service and Department of Animal Sciences, Colorado State University, its officers, trustees, agents, employees, representatives, successors, or assigns, including but not limited to their negligence or gross negligence, in rendering the services above described or in any way incidental thereto.

DATED _____

WITNESS: PARENT/GUARDIAN:

_____ _____

_____ _____

Made available by Cheff Center for the Handicapped.

END OF FORM

PARENT OR STUDENT RELEASE

NAME:_____ DATE:_____

ADDRESS _____ CITY _____ STATE _____

PHONE _____ DATE OF BIRTH _____ AGE _____

DISABILITY _____

_____

HEIGHT _____ WEIGHT _____

PARENT'S NAME _____

DATE OF ONSET _____

No student can be accepted for riding instruction until this form has been completed by the parent/parents and/or guardians. If the student is of legal age (21), he or she may complete the form without parent/parents or guardian(s) signature. Riding instruction will be under strict supervision and, although every effort will be made to avoid any accident, NO LIABILITY can be accepted by the organizations of Larimer County Extension Service and Department of Animal Sciences, Colorado State University.

PHYSICIAN'S NAME _____

ADDRESS_____ CITY _____ STATE _____

OFFICE PHONE _____

I would like _____ to have riding instruction and I have discussed this with the student's doctor. I understand that NO LIABILITY can be accepted by any of the organizations concerned with this instruction.

SIGNATURE OF PARENT/PARENTS OR GUARDIAN(S) _____

SIGNATURE OF STUDENT OVER AGE 21 _____

Made available by Cheff Center for the Handicapped.

END OF FORM

PHYSICIANS REFERRAL

NAME _____ DATE OF BIRTH _____

OCCUPATION _____

PARENT/LEGAL GUARDIAN _____

ADDRESS _____ CITY _____ STATE _____

DIAGNOSIS _____ DATE OF ONSET _____

MEDICAL HISTORY _____

_____

_____

SURGICAL PROCEDURES _____

PSYCHOLOGICAL (Include IQ where pertinent) _____

MEDICATIONS _____

VISUAL DEFECTS _____ AUDITORY DEFECTS _____

SPEECH DEFECTS _____ CIRCULATION _____

NEURO-SENSATION _____

BALANCE _____ COORDINATION _____

SPASTICITY AND/OR RIGIDITY _____

BRACES _____ ASSISTIVE DEVICES _____

SEIZURES _____ INCONTINENCE _____

X-RAY FOR ATLANTOAXIAL DISLOCATION CONDITION _____POSITIVE _____NEGATIVE
(Down's Syndrome Individuals Only)

_____DATE OF X-RAY

In my opinion, this patient can receive riding instruction under appropriate supervision.

Precautions or contraindications to riding therapy _____

_____

SIGNED _____

ADDRESS _____

PHONE _____ DATE _____

Made available by Cheff Center. (Adapted)

END OF FORM

PHOTO RELEASE FORM

For valuable consideration given and which is hereby acknowledged, the undersigned hereby grants to the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, permission to take or have taken still and moving photographs and films including television pictures of our/my (daughter-son-ward)_____

_____, and consents and authorizes the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, its advertising agencies, news media, and any other persons interested in the Larimer County Extension Service and Department of Animal Sciences, Colorado State University, and its work, to use and reproduce the photographs, films and pictures and to circulate and publicize the same by all means including without limiting the generality of the foregoing newspapers, television media, brochures, pamphlets, instructional material, books, and clinical material.

With respect to the foregoing matters, no inducements or promises have been made to us/me to secure our/my signature(s) to this release other than the intention of Larimer County Extension Service and Department of Animal Sciences, Colorado State University, to use or cause to be used such photographs, films and pictures for the primary purpose of promoting and aiding Larimer County Extension Service and Department of Animal Sciences, Colorado State University, and its work.

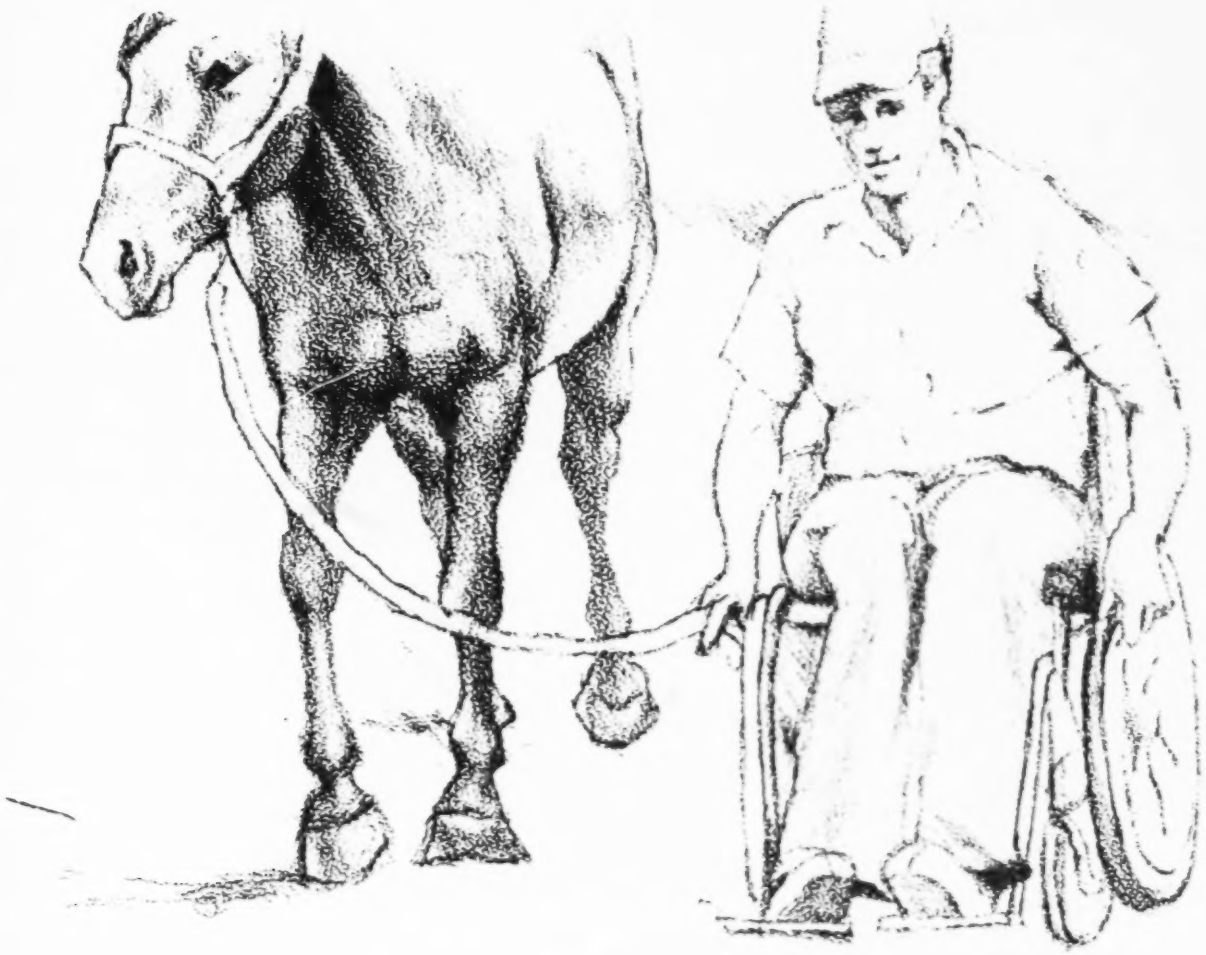
Dated this _____ day of _____, 19____.

_____

_____

Made available by "Partnership in Equine Therapy and Education," Animal Science Department, Washington State University, Pullman, Wash.

END OF FORM



Step 9

PROGRAM EVALUATION

After the course has been completed, it is essential to have volunteers, parents and riders complete evaluations of the program. These evaluations will be helpful in planning future programs and trying to secure program funding. The following pages are samples of the evaluation forms used by the Larimer County program.

RIDER QUESTIONNAIRE

Please give honest and frank responses to the following questions. You may want to review all of the questions before giving your responses, but do not hesitate to give the same explanation response to more than one question if you consider it appropriate. Thank you.

1. Did you gain any knowledge or skills that you consider important while participating in this riding program?

   Yes _____ No _____ Please explain. _____

   _____

2. Did you develop more self-confidence?

   Yes _____ No _____ Please explain. _____

   _____

3. Did you experience any change in attitudes—toward others, toward yourself, toward life itself?

   Yes _____ No _____ Please explain. _____

   _____

4. Did you enjoy this program?

   Yes _____ No _____ Please explain. _____

   _____

5. Rank the following activities from 1-4 starting with what you liked best about the riding program.
   _____ grooming/tacking
   _____ riding instructions
   _____ exercises
   _____ games

6. Did you notice any physical changes that were positive?

   Yes _____ No _____ Please explain. _____

   _____

7. Would you like to continue with the program?

   Yes _____ No _____ Please explain. _____

   _____

   If yes, please sign form.

8. Would you recommend this riding program to others?

   Yes _____ No _____ Please explain. _____

   If so, have you encouraged anyone to do so yet? Yes _____ No _____

9. Any other comments, thoughts, or suggestions? Please share them (e.g. things that were good, what we can do to make the program better).

   _____

   _____

   _____

   _____
   Signature (optional)

END OF FORM

4-H HORSEBACK RIDING FOR HANDICAPPERS
VOLUNTEER QUESTIONNAIRE

Please give honest and frank responses to the following questions. You may desire to review all of the questions before giving your responses, but do not hesitate to give the same explanation response to more than one question if you consider it appropriate. Thank you.

1. Did you gain any knowledge or skills that you consider important while serving in this volunteer role?

   Yes _____ No _____ Please explain. _____

   _____

2. Did you develop more self-confidence and respect?

   Yes _____ No _____ Please explain. _____

   _____

3. Did you experience any change in attitudes—toward others, toward handicappers, toward life itself, toward leadership and service, etc?

   Yes _____ No _____ Please explain. _____

   _____

4. Did you experience any satisfactions from this volunteer role?

   Yes _____ No _____ Please explain. _____

   _____

5. Would you recommend to others that they become involved in this type of volunteer role?

   Yes _____ No _____ Please explain. _____

   If so, have you encouraged anyone to do so yet? Yes _____ No _____

6. Are you an adult or teen volunteer? Adult _____ Teen _____

7. Any other comments, thoughts, or suggestions? Please share them.

   _____

   _____

8. Shall we contact you in the future about volunteering for a similar program?

   Yes _____ No _____ If yes, Name _____

Made available by Cheff Center for the Handicapped.

END OF FORM

PARENT QUESTIONNAIRE

Please give honest and frank responses to the following questions. You may desire to review all of the questions before giving your responses, but do not hesitate to give the same explanation response to more than one question if you consider it appropriate.

1. Did your daughter/son enjoy the riding program this summer?

   Yes _____ No _____

2. Did you notice any improvement in your daughter's/son's:

   Balance Yes _____ No _____

   Coordination Yes _____ No _____

   Posture Yes _____ No _____

   Confidence Yes _____ No _____

3. What was good about the program? _____

   _____

   _____

4. What can we do to improve the program? _____

   _____

   _____

5. Would you like your daughter/son to continue in the program?

   Yes _____ No _____ If yes, Name _____

6. Would you recommend to others that their children become involved in the riding program?

   Yes _____ No _____

   If so, have you encouraged anyone to do so? Yes _____ No _____

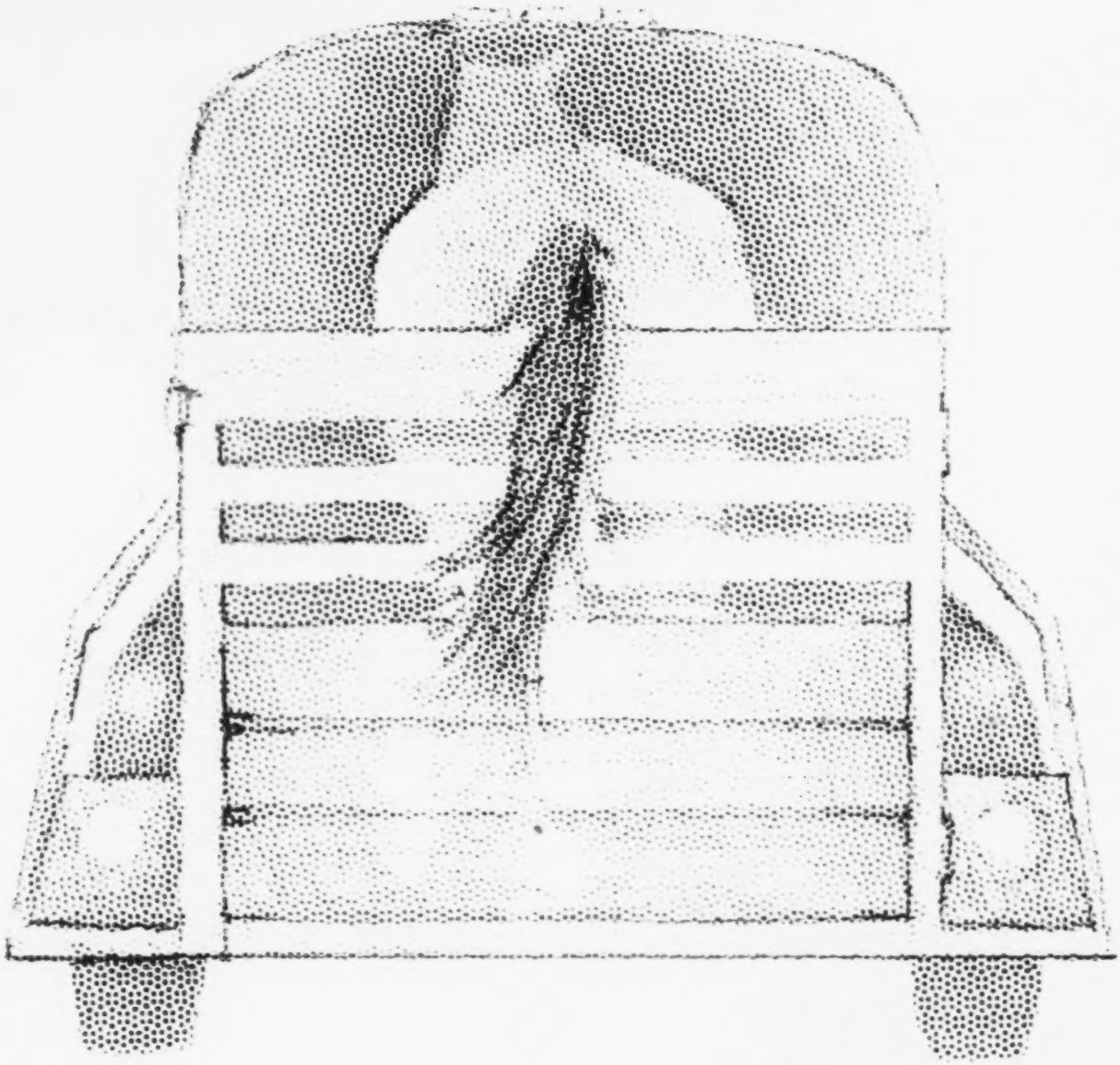
7. Any other comments, thoughts or suggestions? _____

   _____

   _____

Thank you for providing transportation and supporting your daughter's/son's participation in the program.

END OF FORM



Step 10

PROGRAM CLOSURE

After the Larimer County program was completed, a hayride and campfire dinner were arranged. The hayride, facilities and food were all either donated or paid for with contributions from a civic organization and local stores.

During this get-together, certificates of recognition were presented to volunteers in appreciation for the time, energies, and skills they provided to the program. The riders all received participation ribbons. (See certificate.)

Thank-you letters to those who contributed in any way are very important to show appreciation and to maintain support. (See sample letters.)

Certificate of Recognition

This Certifies that

_____

has participated in a

_____

(EVENT)

at an official 4-H

_____

(DISTRICT OR AREA)

beyond the local Club level

Larimer County Extension Service

_____

Extension Home Agent

_____

District Representative

_____

Extension Agent

Cooperative Extension Service

Room 134 Aylesworth Hall

Colorado State University
Fort Collins, Colorado
80523

All who are participating in the horseback riding program for handicapped children and adults would like to thank you so very much for your $20.00 contribution to the program. The money went towards the purchase of materials for and construction of safety belts.

Please stop by and observe the program Friday, July 24, 6-8 pm, CSU Equine Center, Plum and City Park Street; or Friday, August 7, 6:30 pm, when the riders will be giving an exhibition of their riding skills at the Larimer County Fair, Loveland.

Again thank you for your interest and support.

Sincerely,

(Mrs.) Pauline Odegard-Johnson, M.S.
4-H Handicapped Programs Coordinator

Colorado State University and U.S. Department of Agriculture Cooperating

Cooperative Extension Service

134 Aylesworth Hall
491-6421

Colorado State University
Fort Collins, Colorado
80523

I just want you to know how much the riders, volunteers and I appreciated your allowing us to do a riding exhibition at the fair. I don't think you'll ever know how much it meant to the riders. They were flying three feet off the ground after they finished their exhibition. They were so proud that they had actually rode in the fair.

Thank you also for coordinating the program with the ring master and all. It went very well and all are pleased.

See you on Friday night, at the hayride, if at all possible.

Sincerely,

(Mrs.) Pauline Odegard-Johnson, M.S.
4-H Handicapped Programs Coordinator

Colorado State University and U.S. Department of Agriculture Cooperating

Step 11

PROMOTION

Promoting a county's program is one of the most important steps in starting a riding club for individuals with disabilities and maintaining it. By promoting the program the public is informed, individuals are acknowledged and assistance is solicited. The program must be constantly promoted to be successful. This can be done by using slide presentations, newspaper/TV coverage, video tapes or demonstrations.

An exhibition by the riders and volunteers at the Larimer County Fair, at the end of the six-week session, is one such promotion idea. A letter sent to the governor and county commissioners, inviting them to attend the demonstration, follows.

Cooperative Extension Service

Colorado State University
Fort Collins, Colorado
80523

Larimer County Extension Service and Colorado State University Animal Sciences Department, in cooperation, have been offering a unique horseback riding program for handicapped children and adults this summer. The riders will be giving an exhibition of their riding skills at the Larimer County Fair, Saturday, August 7, 6:30 p.m. We would like to request your presence at the exhibition.

This is strictly a volunteer program. Many volunteers have donated numerous hours, in particular, Carol Story who is the instructor. Assisting her are Kay Edwards, occupational therapist; residents of Fort Collins and Loveland; CSU students; and 4-H members. Additionally, CSU's Animal Sciences Department is donating their horses, tack, arena, and horse specialist, Dr. Ginger Rich.

It is a very exciting and rewarding program for all, and we hope you can attend. Please RSVP, so that appropriate arrangements can be made.

Sincerely,

(Mrs.) Pauline Odegard-Johnson, M.S.
4-H Handicapped Programs Coordinator

Colorado State University and U.S. Department of Agriculture Cooperating

New perspective from horseback

By Vicky Boyd
For the Review

"It gives them the opportunity to be independent and to see things from a new perspective," Paula Johnson, coordinator of educational programs for handicapped in Larimer County, said of a horseback riding program for the handicapped.

The program, based on a similar project in Michigan, began a year ago when three handicapped youths started riding horses through a Fort Collins 4-H Club.

This year there are 10 participants, both adults and children. Colorado State University's Animal Science Department has donated use of the horses and of the equine center, and a large group of volunteers made up of the general public and 4-Hers have turned out to help make the project a success.

For the handicapped adults, horseback riding may be a leisure-time activity, but it also may be the first time in years they have had solid legs beneath them, Johnson said. They'll be able to look down on something rather than constantly having to look up, she added. For the children, the program provides adult handicapped role models plus the enjoyment of being outside and being able to get around quickly and effortlessly.

"All the horses are carefully selected for the program," Johnson said, "and every possible safety precaution is being taken." Each horse is chosen for its gentle, stable disposition.

To facilitate loading the adults who are too heavy to lift from their crutches or wheelchairs, the CSU Collegiate Horsemen Club built a ramp.

The horses can be placed beside the ramp, then the participants move themselves from their chairs to the horses since the ramp raises them to the proper height.

The riders wear safety belts with handholds so two people—one on each side—can walk and hold on until the person gains enough balance on the horse. While the walkers on the side need not be experienced horse people, the walker who leads the horse around until the rider gains enough proficiency to ride by himself needs at least some experience with horses.

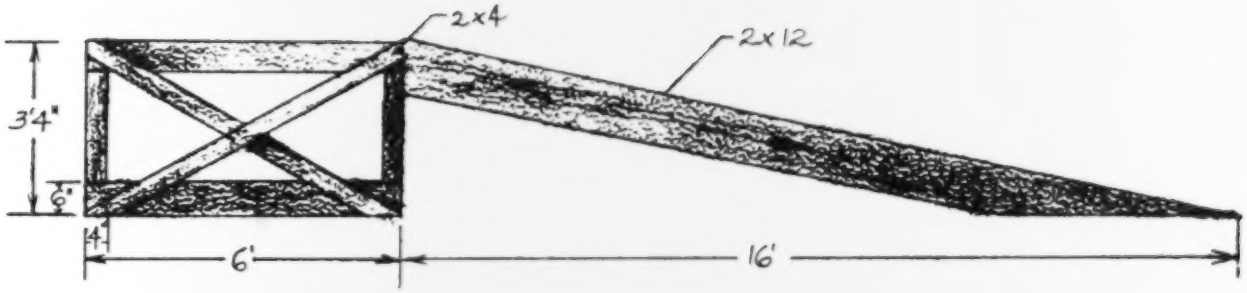
Kay Edwards, an occupational therapist, guides the volunteers on how to help the handicapped riders mount their horses. Care must be taken not to twist a leg the wrong way on a person with no feeling in their lower extremities, Edwards said. The volunteers are instructed on how to check for blisters or bruises on people with little feeling in their legs.

Besides being trained in riding, the participants learn how to groom horses; psychologists have shown that contact with animals is a positive stimulant.

The present program is scheduled to last six weeks, ending July 31. But Carol Story, a 4-H horse leader and one of three adult leaders for the handicapped riding program, probably echoes the sentiments of the rest of the participants: "I hope we can find someplace so we can continue it for more than the six-week program."

Shiela Eastman (left, on horse) and Bobbie Guye listen as Kay Edwards (not shown) explains about the warm-up exercises they'll be doing. The people to the left and right of the riders are side walkers and lead walkers who help the riders until they become more proficient at riding.

Photo by Vicky Boyd



Step 12

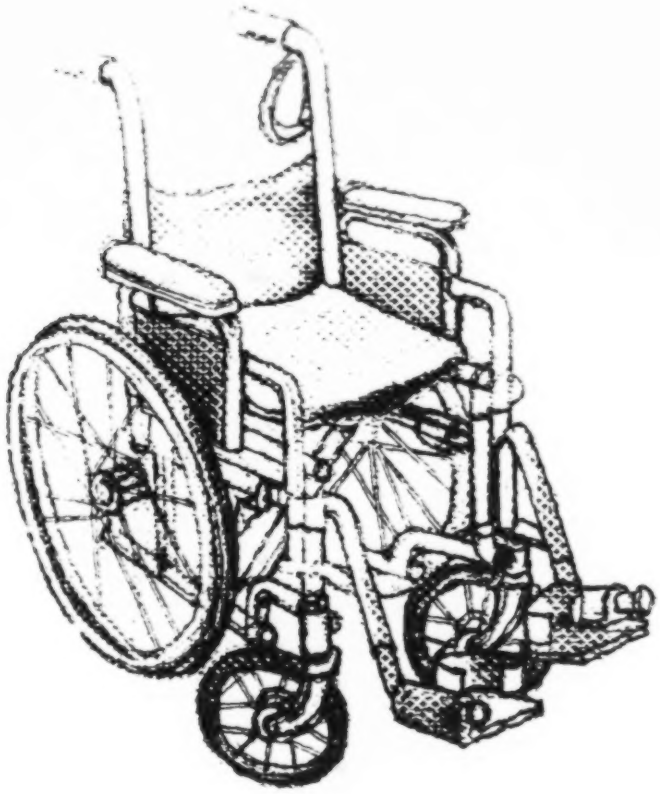
FUNDING

The Larimer County pilot program was able to use Colorado State University's equine teaching facilities on a trial basis for the first year. The mounting ramp was entirely donated by the CSU Collegiate Horseman's Association and club members donated their time to build it. The safety belts were also obtained through private donations.

To continue the riding program, fund raising projects were established. The riding program instructors visited several horse-oriented organizations and clubs around the county and presented a slide show on the handicapped riding program. The Northern Colorado Quarter Horse Association held an auction and donated all proceeds to the Larimer County riding program. A portion of the money was used to buy helmets for the riders at a local tack shop, which made a donation by selling the helmets at a wholesale price.

Additional possibilities for obtaining funds for the local county program could include, annual benefits (horse shows, etc.), individual solicitation, local horseman's associations, service clubs (Lions, Rotary, etc.), private foundations and ride-a-thons.

While seeking funds for the local program, publicity and promotion can be realized. This also can help gain interest and recruit volunteers.



Step 13

RESOURCES

Riding Programs for Individuals with Disabilities

Cheff Center for the Handicapped
8479 North 43 Street
Augusta, Michigan 49012
Phone (616)731-4471

Partnership in Equine Therapy
and Education
Spillman Hall 148
Washington State University
Pullman, Washington 99161

NARHA
Leonard Warner
Executive Director/Treasurer
Ashburn, Virginia 22011

Horseback Riding for the Hearing
Impaired
Robin Hulsey, Director
Riding High Inc.
Chesterfield, Missouri 63017

St. James Riding for the Handicapped
John Davies, President
St. James Farm
35261 Winfield Road
Warrenville, Illinois 60555

MSU Cooperative Extension Service
4-H - Youth Program
175 South Anthony
10 Agricultural Hall
Michigan State University
East Lansing, Michigan 48824

Children's Rehabilitation Center
Route 250 West
Charlottesville, Virginia 22901

Fairfax 4-H Therapeutic Riding for the Handicapped Program
Mrs. Dorothy Dowdy
7709 Manor House Drive
Fairfax Station, Virginia 22039

Loudoun 4-H Riding for the Handicapped Foundation
Mrs. Susan Stanford
Montresor
Route 4, Box 638
Leesburg, Virginia 22075

Old Dominion School of Therapeutic Recreation
Gwen Holden
P.O. Box 104
Great Falls, Virginia 22066

Shenandoah Valley Special Riding Program
Mrs. Elaine Hurst
71 Hawksbill Road, -194
McGaheysville, Virginia 22840

Stonewall Recreation Center
Ms. Julia Bailey
P.O. Box 3300
Danville, Virginia 24540

Allegheny Valley Stables
Annette Hermetz
R.D. 2, Box 2236
Mercer, Pennsylvania 16137

Walnut Ridge Farms
Jean Baum
Route One
Stillwell, Kansas 66085
(913)897-2317

Special Equipment

Ramp Blue Prints
102 Anthony Hall
Michigan State University
East Lansing, Michigan 48824
(517)353-9756
(Mounting Ramp Blue Prints)

E. Batchelor and Sons
Emmingham Ltd.
269 High Street
Epping Essex, England 0378-72181
(Special Equipment)

Danmar Products Inc.
John L. Marchello
2390 Winewood
Ann Arbor, Michigan 48103
(313)761-1990
(Helmets)

Films

Available from NARHA, Ashburn, VA 22011

"It Is Ability - Not Disability" (22 min.) portrayal of activities at Cheff Center for the Handicapped, Augusta, Michigan

"Exceptional Equestrians" (17 min.)

"The Right to Choose" (35 min.) - British production